Kettlethorpe High School

'Together, be the best we can be.'

Present

Achieving

Excelling

Geography Curriculum

Subject Quote	***"Geography is the subject which holds the key to our future"*** - **Michael Palin**
Curriculum Summary	At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in Geography. **In geography, our aim is to engage pupils with real-life current events, to consider the past and to create truly global citizens**. In Geography, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is: • Broad and Balanced • Engaging • Personalised • Transformational • Inclusive • Aspirational • Values-Based
Links to Life and Future Destinations (Careers)	**Our Geography curriculum is designed to equip students with a broad range of transferable skills that are valuable for both further study and future employment.** Pupils develop critical thinking, data analysis, decision-making, and communication skills through real-world case studies and enquiries. Topics such as climate change, urbanisation, global development, and resource management foster environmental awareness, global citizenship, and an understanding of sustainability—essential in many modern careers. Geography directly supports future pathways in fields such as environmental science, urban planning, civil engineering, disaster management, international development, and geospatial technologies, while also strengthening cross-curricular competencies in literacy, numeracy, and ICT.

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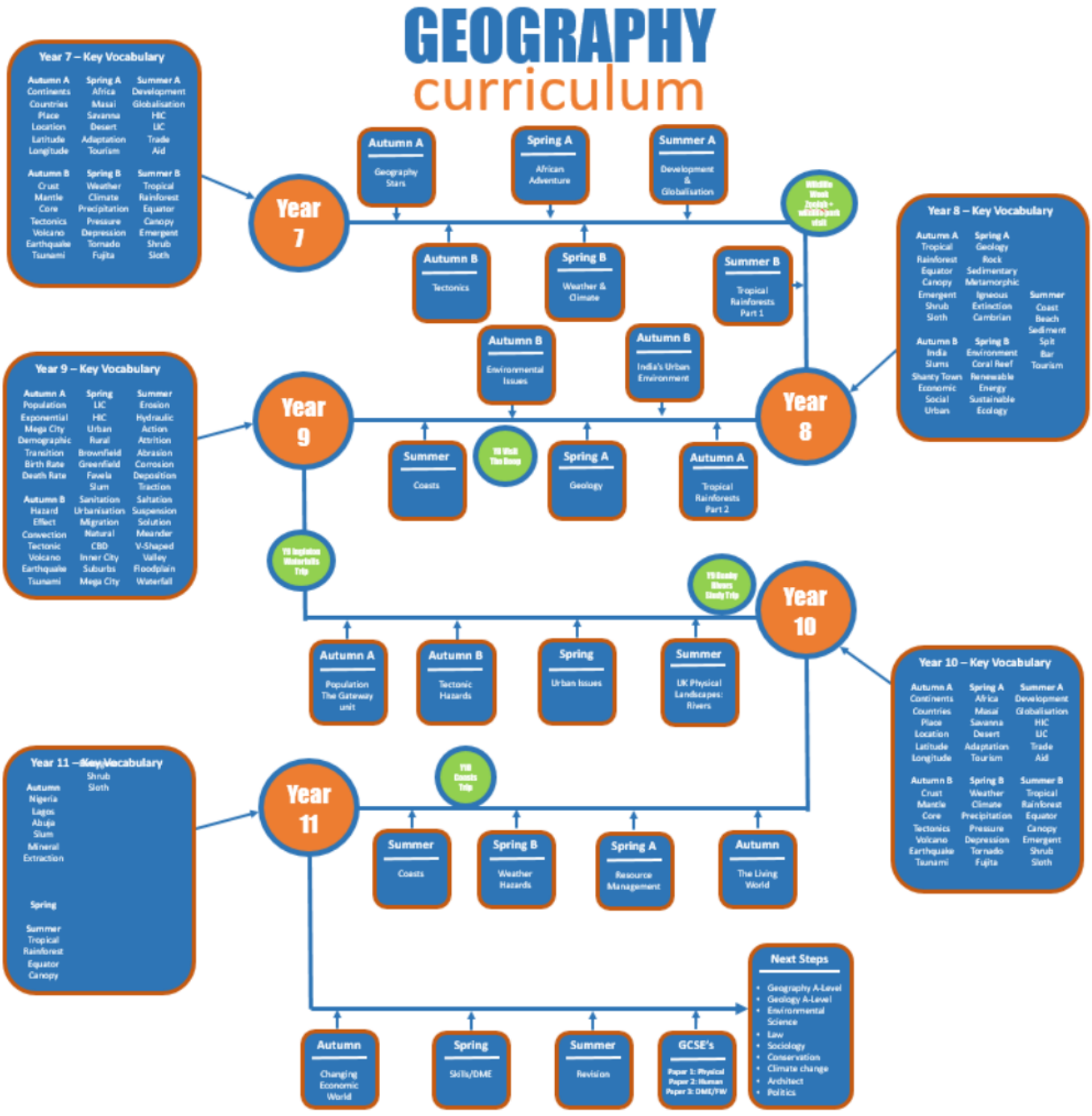
GEOGRAPHY curriculum



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Geography – Curriculum Overview

The purpose of geography at Kettlethorpe: To develop interest in places around the world and the desire to seek out and visit them. We aim to maintain and stimulate interest and curiosity and aim for pupils to acquire knowledge and understanding of the terminology, skills and techniques specific to geography both inside the classroom and through fieldwork.

Aims:

- Gain a sense of location and knowledge of places in the UK and wider world
- Be able to describe a range of human and physical processes and explain their consequences
- Become aware that the actions or attitudes of others, who use, manage or make decisions about their physical, economic, social, political and cultural environments can affect the landscape
- Develop confident argument and possess the ability to interpret and offer judgements
- Conduct independent enquiries, collect data, analyse, interpret and form conclusions
- Develop a range of skills to assist in making sense of the world

Overview:

Pupils in Year 7 develop skills and knowledge that will equip them for future years. The year 7 units are all designed to set pupils up nicely for their subsequent studies in geography, whilst also covering interesting, relevant and engaging content. Key skills are developed, such as map reading and interpreting climate graphs, as pupils investigate places linked to the aims of the national curriculum.

With the foundations firmly in place, pupils in Year 8 can begin to analyse and interpret information in further depth. Key places in the world, such as India and China are studied; geographical writing becomes more extended and detailed; terminology increases. A series of regular assessments throughout Year 7 and Year 8 tracks progress in knowledge, understanding, judgement, enquiry and skills.

Year 9 is the start of GCSE geography. Pupils have selected the subject and are beginning to move towards GCSE. The modules studied in year 9 help to underpin the rest of the GCSE course, whilst also being engaging and peaking their interest. starting with Tectonic hazards (half of the Hazards unit) and then Urban Issues sets the pupils up with a solid foundation for the subsequent years.

In Year 10 the pupils are now fully immersed in the modules of the GCSE. They study a range of human and physical geography units and every pupil takes part in two fieldwork days, one human and one physical. Progress is tracked in regular assessments and intervention is introduced as and when required.

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Year 11 is the culmination of the geography journey at Kettlethorpe. Links between the modules studied are drawn; pupils have a wide vocabulary with which to explain their place in the world. The final module is an issue evaluation – something new that is revealed by the exam board in March. Pupil voice suggests that they enjoy the journey, and many go on to study it at A level and beyond.

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Geography Department Knowledge Expectations

Location and place				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Spatial awareness of major countries, cities and physical features in the world	Geographical similarities, links between places, focusing upon the UK, a region in Africa and a region in Asia	Detailed and specific knowledge of a range of places including urban and rural locations	Interdependence of places at a range of scales	Physical and human characteristics used to summarise significant geographical features and issues

Physical processes and change				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Physical processes are accountable for changes in landscapes over time	Geological timescales and plate tectonics, rocks, weathering and soils, weather and climate, hydrology and coasts	Causes, consequences of and responses to extreme weather conditions and natural hazards	Changing distribution in time and space of physical processes including climatic change	Processes at different scales, operating in combination with geology, climate and human activity influence landscapes

Human processes and change				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
People interact with environments and bring about change that may be influenced by culture	Reasons for and impacts of migration, including economic activity and use of natural resources	Levels of development influence how people are able to change and influence built environments	Causes and effects of rapid urbanisation may vary economic and social development	Causes and consequences of uneven development in both richer and poorer parts of the world help to explain the changing context of population, economy and society

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Geography Department Skills Expectations

Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Pupils depth of understanding of aspects of physical and human geography around their local area and the UK is increasing, and this begins to expand to include the wider world.	Pupils start to analyse the physical and human characteristics of regions, and can use their own understanding of different locations.	Confident use of a range of geographical terminology. Pupils can recall basic information about the physical and human region studied and their specific environmental characteristics.	Pupils recall information about physical and human environments. They show knowledge of specific locations and use more subject specific geographical language.	Confident use of a wide range of geographical terminology. Place knowledge includes continents, regions of continents, a good range of cities in the UK, major cities around the world and countries.

Understanding				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Literacy level –List. Able to describe some processes. Pupils can describe how different physical and human environments can have similarities and differences.	Literacy level – Describe. Pupils can recognise that physical and human processes in physical and human environments interlink and that this can create diversity which can help change them.	Literacy level – Describe in detail. Able to describe a range of physical and human processes. Pupils appreciate that processes can help develop geographical patterns which will have their own characteristics in terms of places and the environment..	Literacy level – Explain. Pupils show understanding of geographical ideas, and these are demonstrated in the recognition of the physical and human processes involved, with an appreciation of the geographical patterns that result.	Developed literacy level – able to explain and recognise consequences of processes or actions Pupils explain a wide range of processes, including rainforest adaptations, coastal processes, causes of flooding, tectonic activity, migration, urbanisation, desertification and tourism.

Judgement				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Pupils can give reasons for their own views on changes to physical and human environments, but will also start to recognise that other people have different opinions.	Pupils develop arguments to support their point of view. They are able to take part in debates.	Pupils will show a greater awareness that people have different views and attitudes towards management and use of physical and human environments. They express their opinions with greater confidence and bring in examples and evidence to support them.	Pupils recognise that people have different values and attitudes to changes of the physical and human environments, and that these will vary depending on how the landscape is being used and managed. They take part in conversations which exhibit a level of maturity.	Pupils can prepare a balanced argument. Conclusions are drawn which answer the original question and use evidence to support. They are able to offer their opinion confidently in verbal discussions. They debate with a level of maturity and can analyse and interpret resources.

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Enquiry				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Pupils can use a range of geographical skills (through use of primary and secondary sources) to investigate physical and human geography.	Pupils can evaluate the sources used for their investigations and draw together relevant plausible conclusions about the investigation.	Pupils plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments and use a range of skills more accurately to help.	Pupils can conduct a geographical enquiry and can collect data (primary and secondary) using a wider range of appropriate techniques.	Pupils can confidently plan and undertake an enquiry. They are able to develop a question, plan how to investigate, collect data using appropriate methods, present the data, analyse it and provide appropriate conclusions independently.

Geographical skills and fieldwork				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Pupils can describe distributions of physical and human features and are able to label and start to annotate sketch maps and photographs in greater depth.	Pupils will have a working understanding of OS map skills and use 6 figure grid references. Pupils can use a range of more sophisticated graphical techniques and be able to interpret these graphs.	Pupils can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends.	Pupils can use statistical and numerical skills with increasing ease, and attempt to include more sophisticated analysis techniques such as percentage increase or decrease when analysing data.	Pupils use a wide range of cartographic, statistical and numerical skills with confidence, and include sophisticated analysis techniques in their evaluations.

Geography – Golden Threads Mapping

SMSC				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Exploring global issues like development and natural hazards fosters moral reflection and social responsibility.	Study of global biomes and urbanisation in India encourages cultural awareness and respect for diversity.	Examining the impacts of tectonic and river hazards develops empathy and social understanding.	Issues around resource use, sustainability, and ecosystems promote ethical thinking and environmental awareness.	Discussions around inequality and development raise questions about global justice and fairness.
Personal Development				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Students learn about global inequalities and resilience in hazard-prone areas.	Developing understanding of urbanisation and coastal management helps build informed global citizens.	Risk awareness from rivers and coasts and understanding urban challenges supports personal reflection.	Exploration of sustainability and climate challenges supports responsible decision making.	Investigating development paths builds critical thinking around personal values and choices.
Numeracy				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Interpreting climate graphs and tectonic data.	Using wave height data, erosion rates, and population figures.	Measuring and comparing flood risk and river data.	Analysis of resource consumption data and climate graphs.	GDP, HDI and development data analysis.
Cultural Capital				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Understanding of African countries, cultures, and global connections.	Insights into Indian society, coastal heritage, and global marine issues.	Awareness of UK and global urban/rural contrasts and natural landscapes.	Knowledge of Malaysia and Svalbard adds depth to cultural and environmental awareness.	Exposure to global development case studies enhances understanding of the wider world.

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Substantive Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Natural hazards, African geography, development and biomes.	Tropical rainforests, Indian cities, marine and coastal environments.	Plate tectonics, urban geography, rivers, and coasts.	Ecosystems, resource management, extreme environments.	Global development, economic change and inequality.
Disciplinary Knowledge				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Map skills, interpreting data, forming geographical questions.	Evaluation of impacts, comparisons across places, map analysis.	Explaining processes, assessing management strategies.	Critical use of evidence, case study comparisons.	Evaluating development models, justifying decisions.
Subject-specific Skills				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Map reading, graph interpretation, forming conclusions.	Fieldwork skills, coastal data interpretation.	Enquiry writing, fieldwork analysis.	Extended writing, case study application.	Data analysis, evaluation of development strategies.
British Values				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Respect for different cultures and environments.	Tolerance and diversity through global learning.	Rule of law and democracy in hazard responses.	Individual liberty in resource use and consumption.	Mutual respect and global cooperation in development.
Life Skills				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**

Understanding of global risks and how to respond.	Awareness of sustainability and coastal safety.	Flood and hazard preparedness.	Energy use, water conservation, and food security.	Financial and social awareness through development case studies.
Careers				
Links to volcanologist, climate scientist, aid worker.	Coastal engineer, marine biologist, urban planner.	Hydrologist, hazard manager, town planner.	Ecologist, sustainability officer, logistics manager.	Economist, international development officer, NGO worker.
Literacy				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Tier 2 and 3 vocabulary, extended writing on tectonics.	Report writing and structured argument around coasts.	PEE structure in urban and river units.	Case study writing, extended answers.	Structured evaluation and conclusion writing.
Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)				
Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Using GIS tools and climate data platforms.	Researching urbanisation and coastal change using digital tools.	Creating digital enquiry projects and presentations.	Online data interpretation and case study research.	Digital revision tools and development data exploration.

Geography – KS3 Assessment

Aims of Assessment at KS3

- To provide a balance between knowledge and skills
- Set the foundation for GCSE style questioning to reduce time teaching skill within KS4 and provide more time to engage students in the wider concepts and deepen contextual knowledge
- To give students more confidence to develop and extend their answers
- To encourage access to a wide range of knowledge and skills in each assessment
- Have a uniformed structure which students can use to develop upon targets within their revision that is consistent
- To have opportunities to develop and ass progress in the five key strands of KS3 geography at Kettlethorpe equally

Context

- Previous assessment did not equally assess the range of skills/concepts we are looking to develop in our young geographers
- Whilst good quality assessments have been used for a long period of time in the department, it became evident, after a review, that the assessments were not testing each of the five strands equally, and therefore it did not accurately reflect progress
- Whilst maintaining a non-GCSE orientated key stage 3 scheme, we wished to develop and assess skills at key stage 3 that will prepare our students for key stage 4

Assessment

In each unit, students will be assessed using a teacher assessed task and an End of unit assessment. The scores from these will inform their current working level.

Teacher assessed task

- In the middle of each unit, students will be given an opportunity to answer an extended question
- This will be linked to an area of the topic covered, and be marked out of 10
- These teacher assessed tasks are designed to give the students an opportunity for extended writing and to show their knowledge and understanding of the topic

End of unit assessment

- The end of each unit contains an assessment worth 40 marks with equal value given to each of the five strands.
- Each assessment covers both knowledge and skill.
- The assessments are designed to be accessible for all pupils. Students with needs are catered for; EAL are given instructions on the wording of questions (i.e. infer = learn). SEN are given extra time if required, access to materials for prompts or questions or read and answers can be typed as well as targets/advice/support for DP.

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Low Stakes Testing

- Utilising homework to highlight learning from the lesson and gaps in knowledge that would need to be addressed prior to the assessment.
- Teacher assessment within books is marked and pupils receive the opportunity to develop/attempt particular skills, these are highlighted as areas of weakness within the assessment exam, without an impact upon overall report grade. It is also encouraged that students revise mistakes, advice and purple pen review.

Tracking

- Teacher Tracking – Low and high stakes testing
- Track common mistakes and misconceptions that need to be addressed, skills that need to be re-evaluated in lesson. Discussions with students/parents of barriers to learning and support needed.
- Department Tracking – End of unit assessments
    - Review of trackers to inform discussions and moderation of report grades. Departmental meeting to moderate issues/discuss focus of learning to improve skills and keep scheme of work relevant.

Targets for 2025-2026

- To implement and review the new assessment systems

Geography – KS4 Assessment

Aims of Assessment at KS4

- To provide a balance between knowledge and skills
- To assess all GCSE skills in line with AQA geography specification covering all assessment objectives:
- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).
- To give regular and consistent exam practice to all students.
- To allow low stakes testing of skills throughout the course to allow students to build upon skills and address mistakes and identify targets for students to work on.
- Prepare students for the time constraints within the examinations.
- To allow students the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.
- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Context

- The retention of knowledge over longer periods of time needs to be assessed to ensure that progress is not lost over a new three year course.
- We wish pupils to have a confident understanding of the course and ways in which they will be assessed.
- Assessing progress accurately through regular assessment provides accurate report grading and allows planned intervention and support to be put in place for pupils where required.

Assessment

High Stakes Testing

- The end of each unit has a 45 mark assessment to test skills and understanding in that unit of study. This is completed in one hour in the classroom.
- At the end of each year there is a PPE which takes place in class for Year 9 and in the sports hall for Year 10 and 11. This covers all the learning for the year/course to date.

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Low Stakes Testing

- Utilising homework to highlight learning from the lesson and gaps in knowledge that would need to be addressed prior to the assessment.
- Teacher assessment within books is marked and pupils receive the opportunity to develop/attempt particular skills, these are highlighted as areas of weakness within the assessment exam, without an impact upon overall report grade. It is also encouraged that students revise mistakes, advice and purple pen review.

Teacher Assessed Tasks

- Each unit has 3-4 teacher assessed tasks per unit. These form the basis of class work and teacher marking

Tracking and Intervention

Department tracking

- Department tracker used to record raw assessment scores, which are then converted into grades
- SIMS to record most likely outcomes and current ATL
- SISRA to monitor the performance of groups against targets/focus groups against targets.
- Student concerns raised and discussed during department meetings

Teacher intervention

- Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.
- Marking of extended exam style responses to provide developmental feedback to students
- After school intervention classes offered to aid in exam revision

Department intervention

- Targeted morning intervention groups during form time
- Liaison with parents, SLT, pastoral team to create an action plan in collaboration and monitor.
- Targeted provision of revision materials to aid student revision at home

Targets for 2025-2026

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Schemes of work:

[Geography schemes of work]

Assessment and Data Collection Overview for Geography

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	**Teconics** TAT (2) & EUT (7)	**African Adventure** TAT (10) & EUT (15)	**Data Collection WK 20** **2 TAT's & 2 EUT's** Non Assessed - Weather & Climate	**Development & Globalisation** TAT (22) & EUT (26)	**The School Environment** TAT (28) & EUT (32)	**Data Collection WK 34** **2 TAT's & 2 EUT's** Non Assessed - Rainforests
8	**Rainforests** TAT (2) & EUT (7)	**Data Collection WK 14** **2 Tat's & 1 EUT** India's Urban Environment TAT (10) & EUT (15)	**The Marine Environment** TAT (17) & Presentation (21)	**Geology** TAT (22) & EUT (26)	**NEW UNIT NEEDED** TAT (28) & EUT (32)	**Data Collection WK 34** **3 TAT's & 2 EUT's** Non Assessed - Coasts

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
9	**Tectonics (Natural Hazards - Part 1)** 3 TAT's + EUT Data Collection WK 12		**Urban Issues** 3 TAT's + EUT Data Collection WK 21		**Rivers (UK Landscapes - Part 1)** 3 TAT's + EUT	**Paper 3** 2 TAT's Data Collection WK 33
10	**Living World** 2TAT's + EUT Data Collection WK 9		**Resource Management** 2 TAT's + EUT	**Weather Hazards (Natural Hazards - Part 2)** 3 TAT's + EUT Data Colletion WK 27		**Coasts (UK Landscapes - Part 2)** 3 TAT's + EUT
11	**Changing Economic World** 4 TAT's + EUT Data Collection WK 6		**Revision** **Data Collection Wk 17 (PPE Results)**	**Pre-Release**	**EXAMS**	

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